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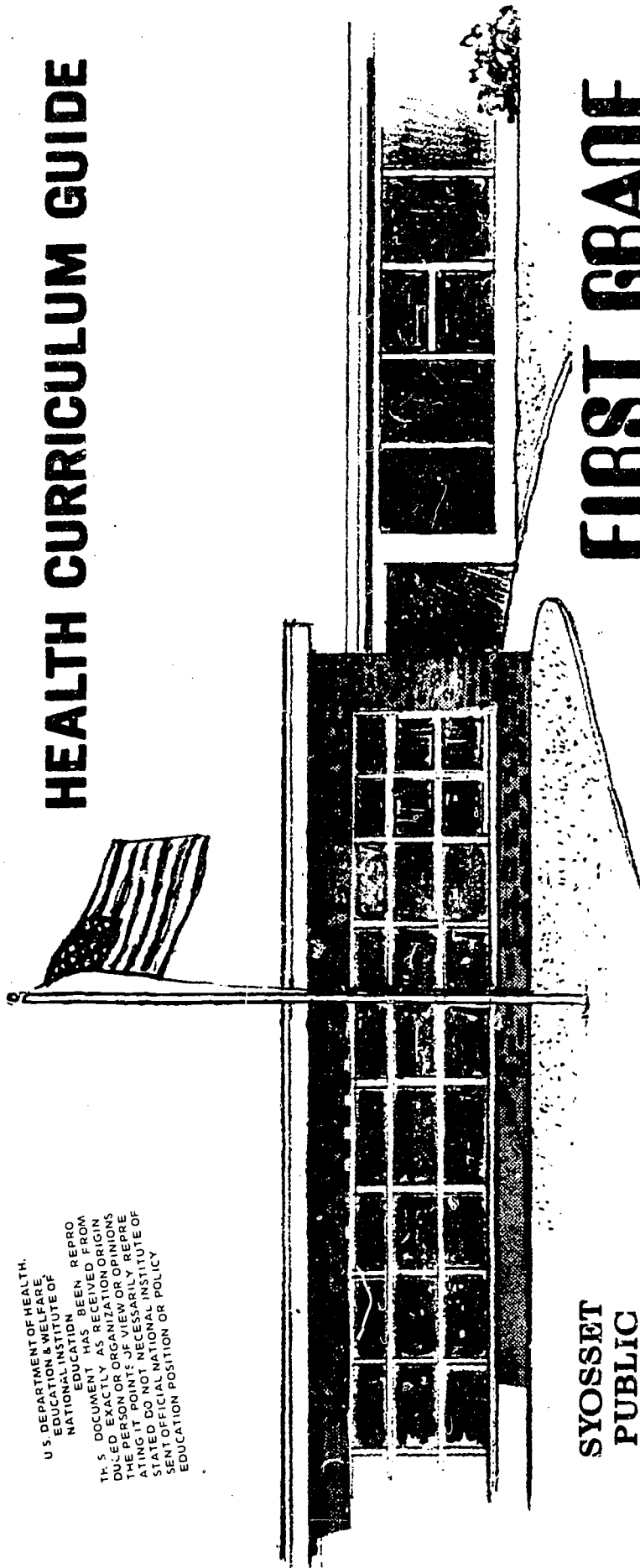
## ABSTRACT

GRADES OR AGES: Second grade. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This illustrated guide is divided into five "strands" or topics and a bibliography. The five strands are as follows: Physical Health; Sociological Health Problems (including smoking, drugs and alcohol); Mental Health; Environmental and Community Health; and Education for Survival (safety and first aid). With each strand, important concepts are stated and, to assist in presenting these concepts, discussion highlights, activities, and resources are given. OBJECTIVES AND ACTIVITIES: Suggested activities are outlined for each strand. They include such things as class trips, class demonstrations, story writing, art projects, and role playing. INSTRUCTIONAL MATERIALS: Instructional materials are listed for each strand and in the bibliography under the heading "Resources." STUDENT ASSESSMENT: No provisions indicated. OPTIONS: None given. (JA)

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# HEALTH CURRICULUM GUIDE

# FIRST GRADE



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## OPTIMAL HEALTH THROUGH LEARNING

|                                                                                                                                                           |                                                                                               |                                                                                                                   |                                                                                                                                                    |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p>Strand I</p> <p>PHYSICAL HEALTH</p> <p>Health Status<br/>Nutrition<br/>Sensory Perception<br/>Dental Health<br/>Disease Prevention<br/>and Control</p> | <p>Strand II</p> <p>SOCIOLOGICAL<br/>HEALTH PROBLEMS</p> <p>Smoking<br/>Drugs and Alcohol</p> | <p>Strand III</p> <p>MENTAL HEALTH</p> <p>Personality Development<br/>Sexuality<br/>Family Life<br/>Education</p> | <p>Strand IV</p> <p>ENVIRONMENTAL<br/>AND COMMUNITY<br/>HEALTH</p> <p>Environmental and<br/>Public Health<br/>World Health<br/>Consumer Health</p> | <p>Strand V</p> <p>EDUCATION FOR<br/>SURVIVAL</p> <p>Safety<br/>First-Aid and<br/>Survival<br/>Education</p> |
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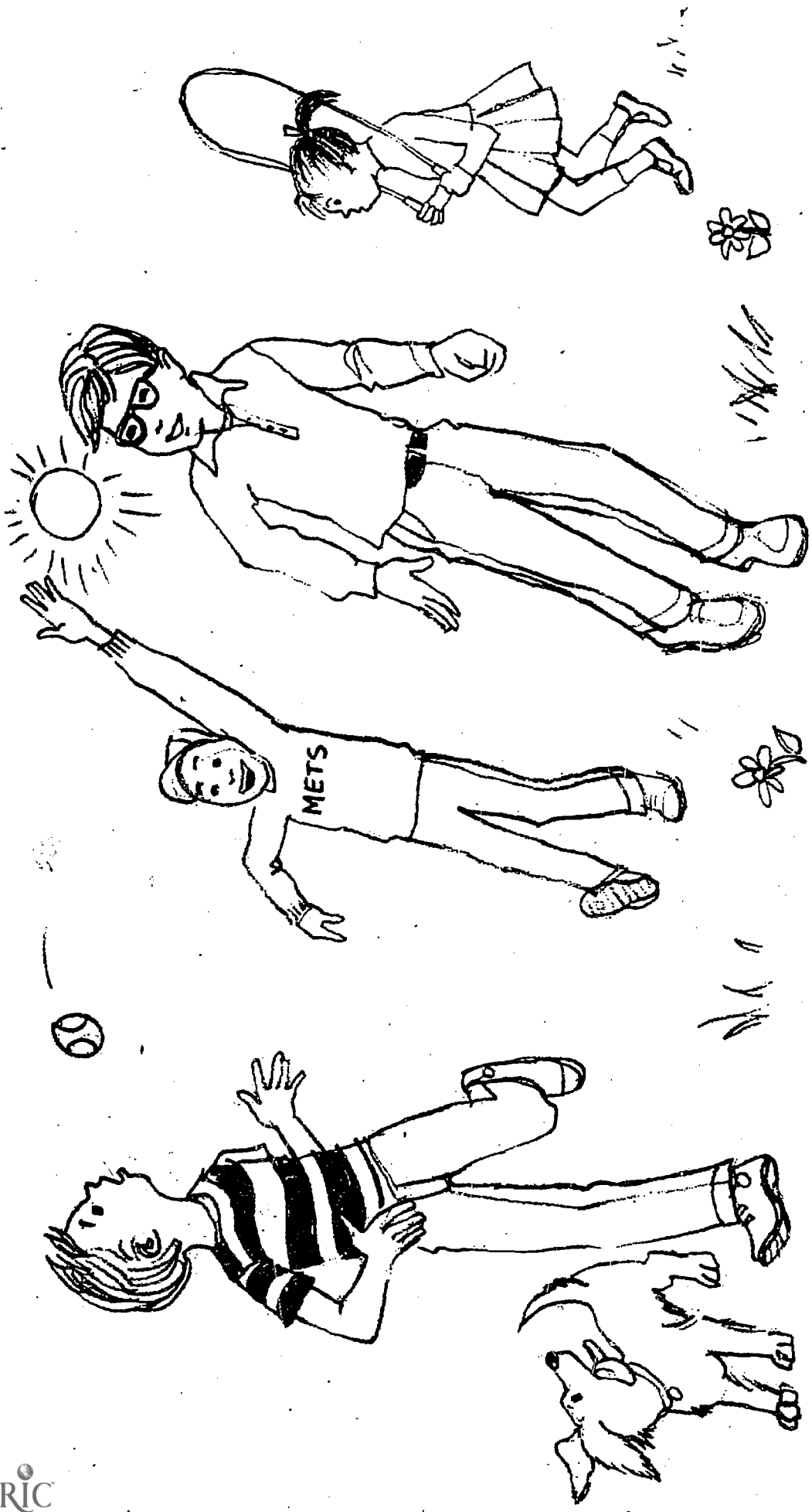
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## PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.



STRAND I      PHYSICAL HEALTH



## HEALTH STATUS

### CONCEPT

TO UNDERSTAND THAT THERE ARE MANY WAYS TO MEASURE THE STATE OF A PERSON'S HEALTH.

#### Discussion Highlights

When we look at others what do we see? Consider similarities and differences in regard to height, weight, coloring, posture, etc.

What are some of the ways of measuring the functions of various body parts? i.e., eyes, ears, etc.

What are some of the parts of the body that the doctor checks when you go for a visit?

How do we look and feel when we are well? When we are ill?

#### Activities

Shadow play. (See below)

Make a measuring stick with the children. Keep a record of their growth.

Compare the children's baby pictures with their present day appearance.

Invite the nurse-teacher to the class to discuss the various testing procedures with emphasis on hearing and vision screening.

#### Resources

##### Filmstrip

FS 1302 Questions about health.  
With record/cassette.

##### Filmstrip

FS 936 Finding out how you grow.

##### Record/Cassette

D 161 C 118  
Getting to know myself.

Kraus, Ruth

The growing story.

##### Filmstrip

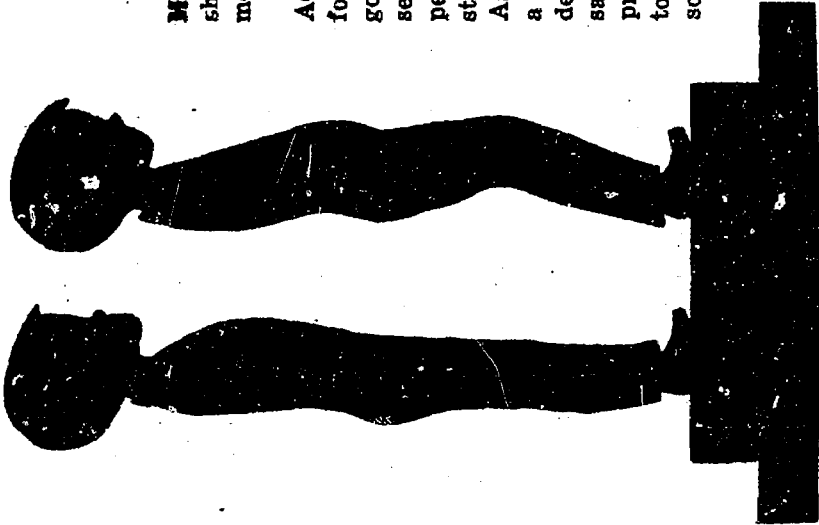
FS 1287 What a doctor sees  
when he looks at you.

Lerner, Marguerite

Peter gets the chickenpox.

**MATERIALS** Shadow screen (a bed sheet may be used), lights and equipment necessary for the demonstration.

**ACTIVITY** This is an excellent way for children to compare and dramatize good and bad posture. A narrator, chosen by the group, discusses various aspects of maintaining good posture while standing, sitting, walking, and reading. As the narrator discusses each posture, a pupil standing behind the screen will demonstrate poor posture; and at the same time another will demonstrate proper posture. The positions of narrator and shadow-casters can be changed so that all children participate.



NUTRITION

CONCEPT

TO UNDERSTAND THAT CERTAIN FOODS ARE NECESSARY TO MAINTAIN HEALTH.

Discussion Highlights

- Name the basic four food groups..
- (1) Meat, fish, and eggs.
  - (2) Milk and cheese.
  - (3) Fruits and vegetables.
  - (4) Bread and cereals.

Activities

- Make mobiles of the basic four food groups.
- Have a tasting party including foods from each of the four food groups.
- Make place mats and cut out pictures of appropriate foods and place on mat.

What foods should be included in a good breakfast?

Plan a breakfast party.

Use a flannel board with many pictures of foods and have the students arrange a good breakfast.

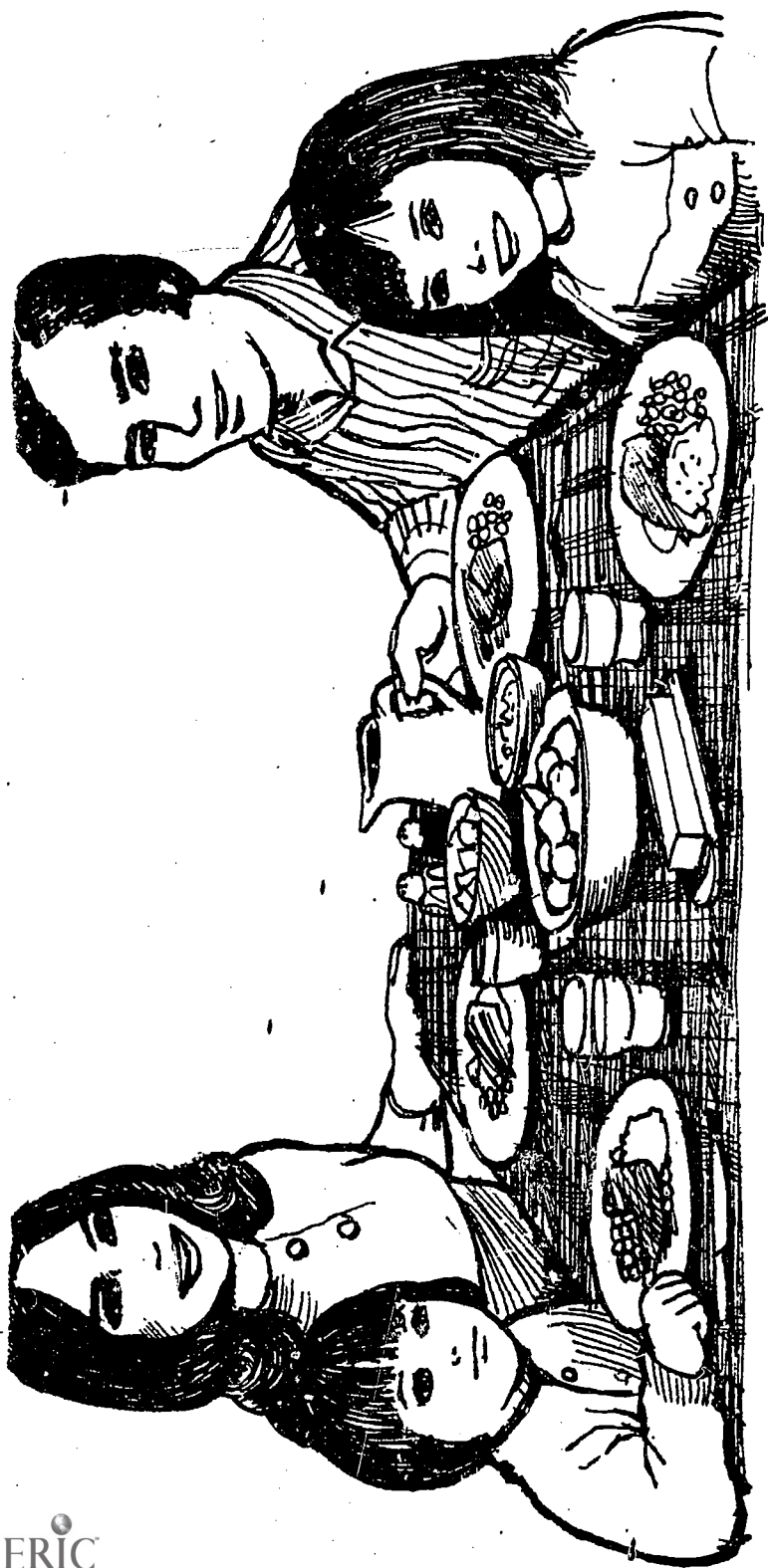
Have the children make up riddles about foods; i.e., - I have eyes but cannot see, and I wear a brown coat - what am I?  
Answer - potato.

Resources

Transparency  
TR 134 Basic food groups.

Filmstrip  
Alexander's breakfast secret.  
With record. Available in  
each school library.

Picture  
What we do day by day.  
Study print 2



# SENSORY PERCEPTION

## CONCEPT

### TO UNDERSTAND HOW OUR SENSES HELP US TO FUNCTION.

#### Discussion Highlights

Name the five senses and have the students briefly describe what each one does.

What are the sounds that are pleasing to our ears?

What do we mean by soft sounds?  
Loud sounds?

#### Activities

Select pictures of things that make noise, i.e., telephone, train, horn, etc.... Distribute the pictures and have the students make the appropriate sound that goes with the picture.

Tape sounds and have the students select pictures to go with them.

Have the children close their eyes and identify different sounds.

Blindfold the students and see if they can identify the taste of ice cream, salt, and lemon.

Put many different items such as silk, fur, and sand-paper in a bag and have the students try to identify each item through touch only.

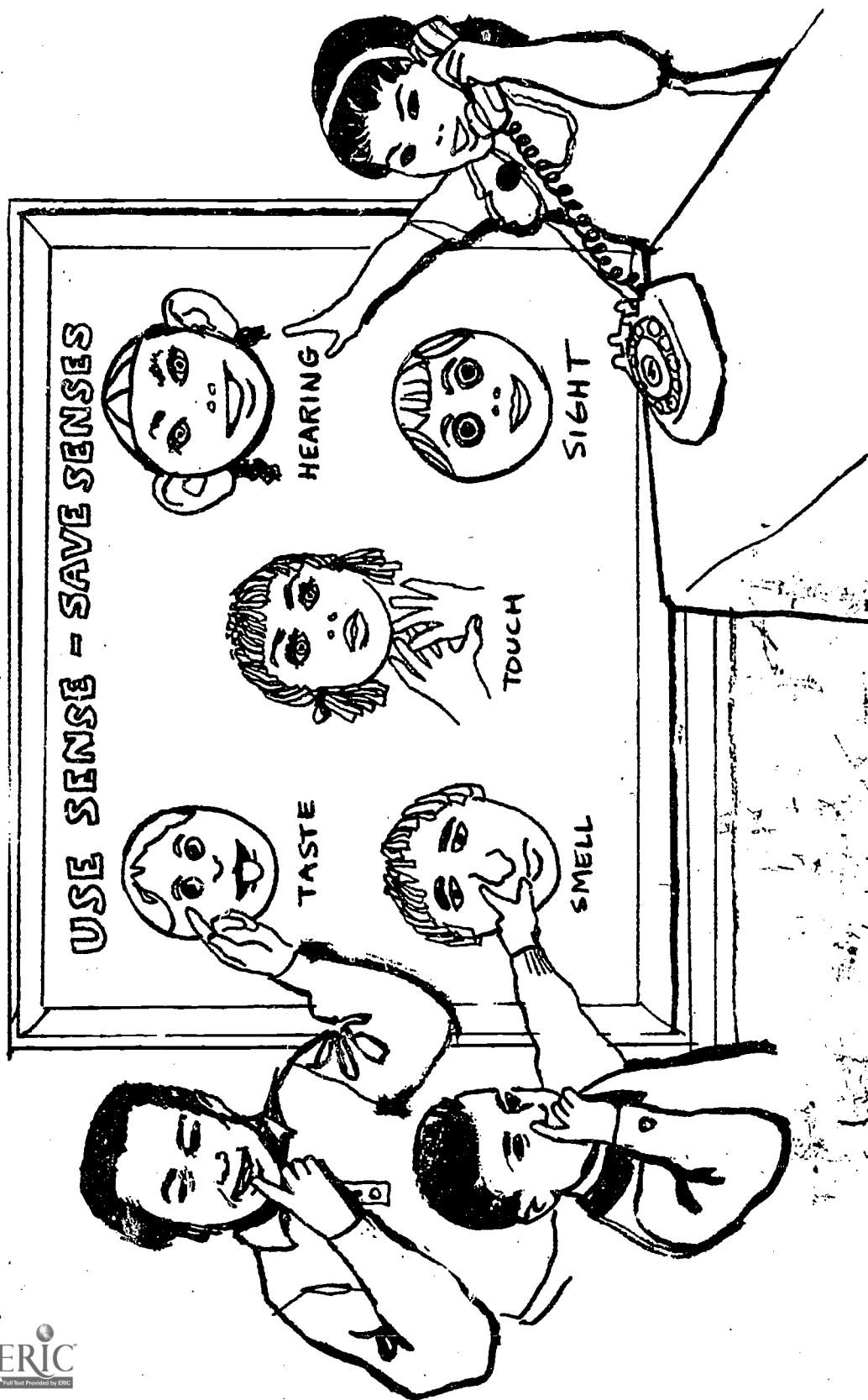
#### Resources

Allki  
My five senses.

Brown, Margaret W.  
The seashore noisy book.

Allki  
My hands.

Showers, Paul  
Find out by touching.



## DENTAL HEALTH

13

### CONCEPT

TO UNDERSTAND THAT IT IS NECESSARY TO DEVELOP CERTAIN SKILLS IN ORDER TO  
CARE FOR OUR TEETH.

#### Discussion Highlights

When and how often should we brush our teeth?

When do we lose our teeth?

When do we get our first permanent molars?

The dentist is a very important friend and community helper.

#### Activities

Invite the nurse-teacher to the class to demonstrate the proper tooth brushing, and swish and swallow technique.

Invite a dentist to visit the class.

Make a toothbrushing record chart for home and school.

#### Resources

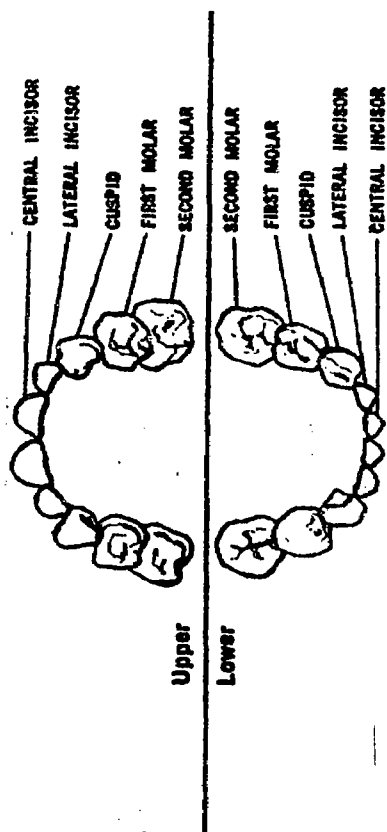
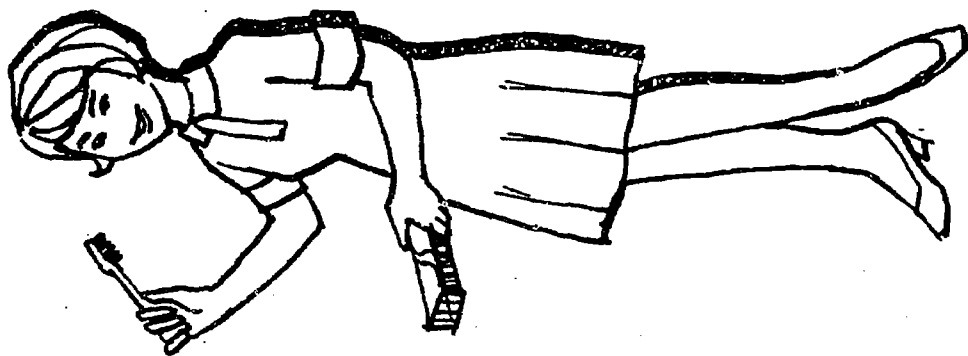
Leaf, Munro  
Health can be fun.

Greene, Carla  
I want to be a dentist.

Coloring Book  
Kit goes to the dentist.  
(Obtain from school nurse-teacher.)

Filmstrip  
FS 1181 Michael gets a letter.  
With record/cassette.

Picture  
What we do day by day.  
Study print &



# APPROXIMATE AGE FOR ERUPTION AND SHEDDING OF PRIMARY TEETH

(Wide variation among children is normal.)

| Upper           | Eruption  | Shedding  |
|-----------------|-----------|-----------|
| Central incisor | 7½ months | 7½ years  |
| Lateral incisor | 9 months  | 8 years   |
| Cuspid          | 18 months | 11½ years |
| First molar     | 14 months | 10½ years |
| Second molar    | 24 months | 10½ years |
| Lower           |           |           |
| Central incisor | 6 months  | 6 years   |
| Lateral incisor | 7 months  | 7 years   |
| Cuspid          | 16 months | 9½ years  |
| First molar     | 12 months | 10 years  |
| Second molar    | 20 months | 11 years  |





# DISEASE PREVENTION AND CONTROL

## CONCEPT

TO UNDERSTAND HOW OUR HEALTH STATUS WILL AFFECT OUR WELL-BEING AND THE WELL-BEING OF THOSE AROUND US.

### Discussion Highlights

Name some of the people who work to keep us well and cure us when we are ill, i.e., doctors, nurses, x-ray technicians, pharmacists, etc.

### Activities

Bring in pictures of people who work in the health field.

### Resources

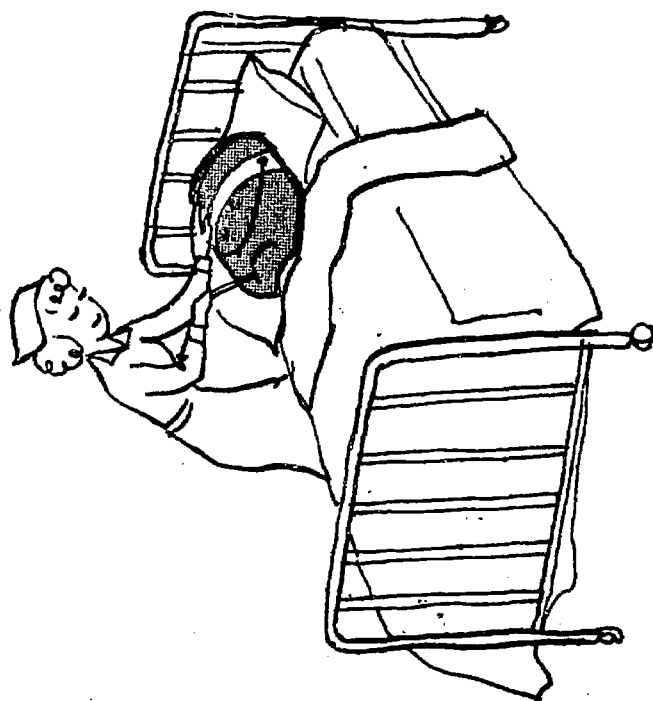
'Greene, Carla  
Doctors and nurses: what do they do?  
Greene, Carla  
I want to be a doctor.

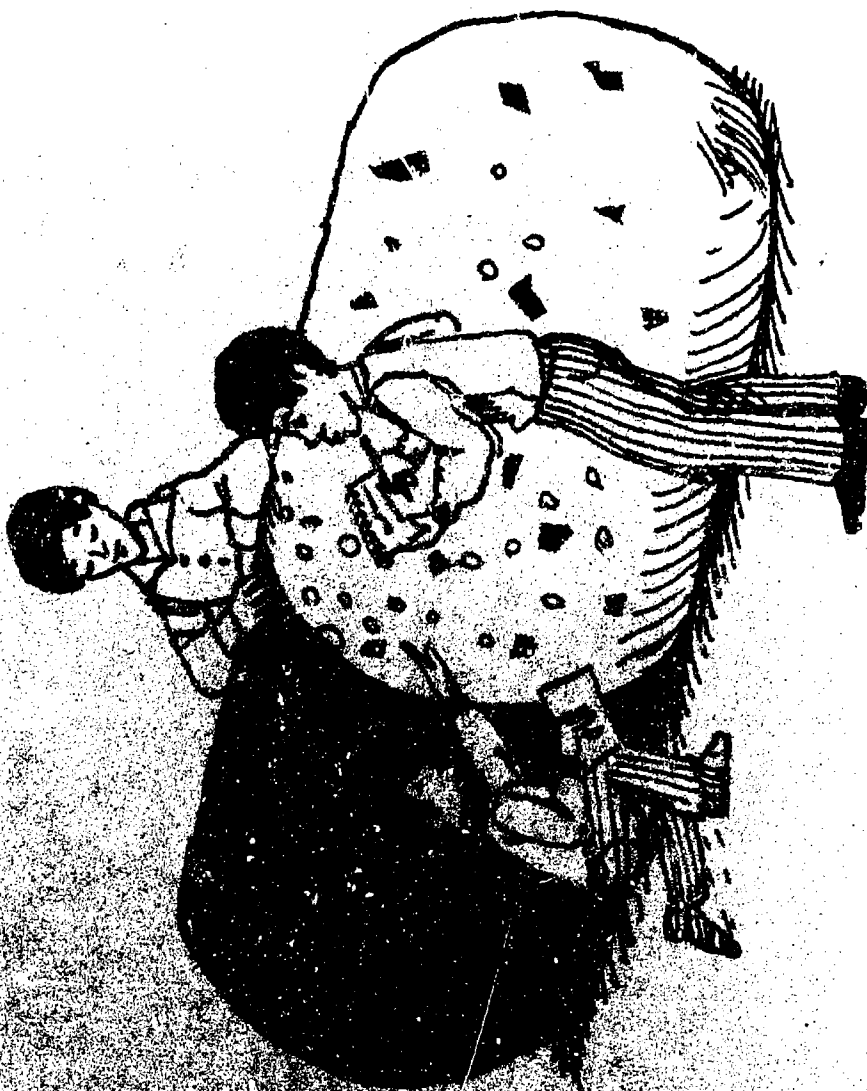
What are some of the ways we can prevent ourselves and others from getting colds? Include handwashing, covering mouth when we cough, carrying tissues and using them properly.

Invite the nurse-teacher to the class to discuss proper nose blowing technique and the proper disposal of tissues.

Make pictures illustrating ways of preventing the spread of colds.

Filmstrip  
FS 1310 Learning about neatness.  
With record/cassette.





**STRAND II      SOCIOLOGICAL HEALTH PROBLEMS**

## DRUG EDUCATION

### CONCEPT

TO UNDERSTAND AND APPRECIATE THE ROLE OF THE DOCTOR. HE HELPS TO KEEP US WELL AND MAY PRESCRIBE MEDICINE WHEN WE ARE ILL.

### Instructional Objectives

How does the doctor help to keep us well?

Prescriptions

Regular check-ups

What are some things he might do when we are ill?

Examine us

Prescribe medicine

Advise rest in bed

### Activities

Form a "magic circle" and allow the free flow of thoughts as to feelings about doctors and illness.

Role play doctor and patient and have student demonstrate "where does it hurt?"

Dramatise a visit to the doctor.

Write an experience story about a visit to the nurse or doctor.

### Resources

Filmstrip

FS 1201 Helpful medicines.

With record/cassette.

Filmstrip

FS 1312 Drugs, poisons and

little children.

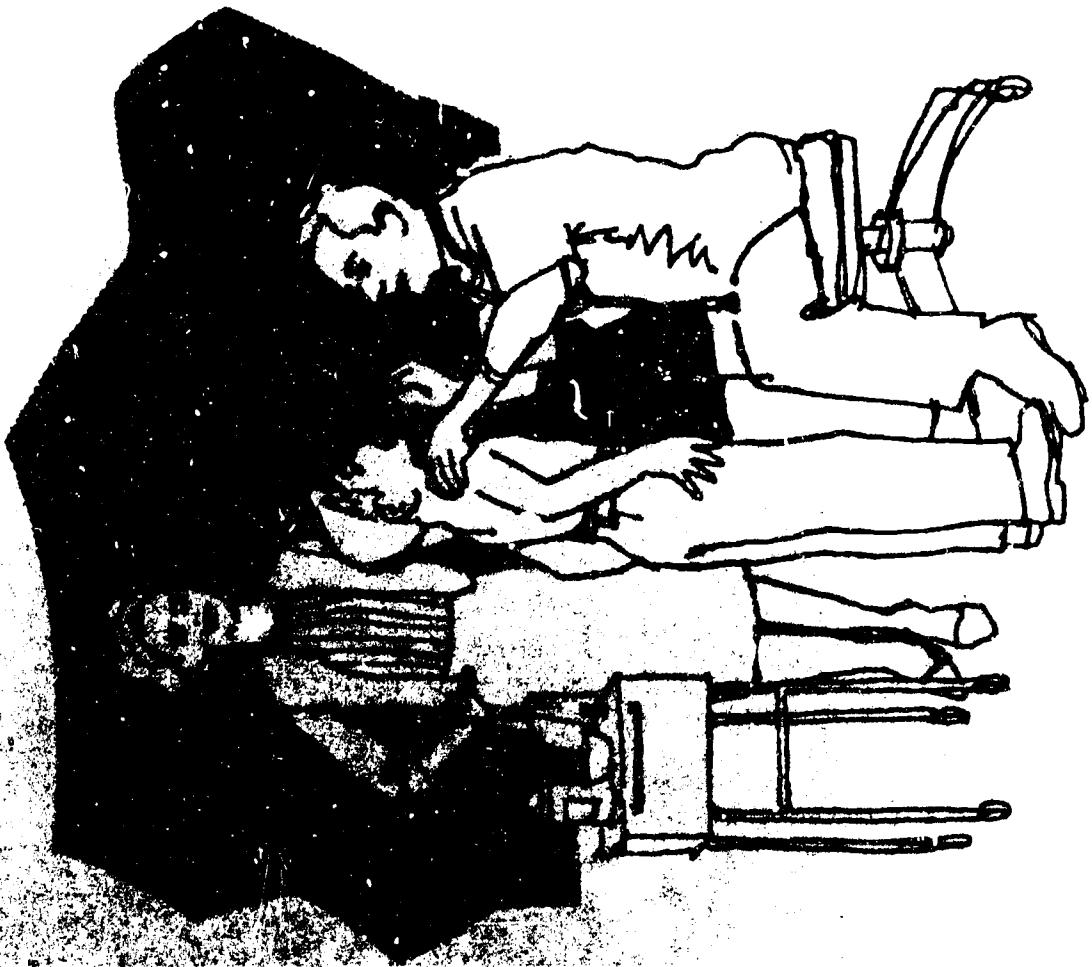
With record/cassette.

Cassette

C 90 Drugs and our lives -

Jimmy.



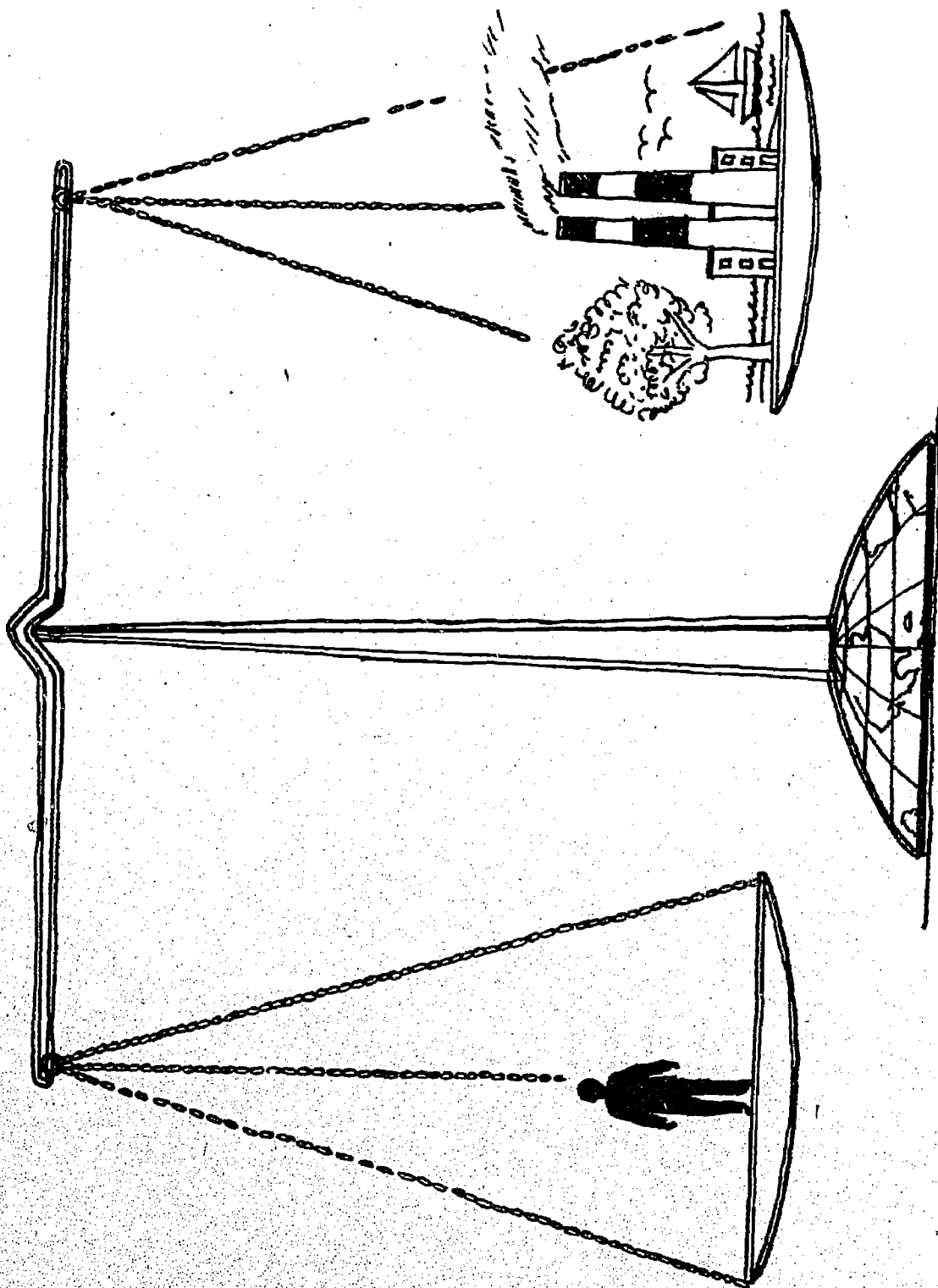




STRAND III MENTAL HEALTH

SEE FAMILY LIFE CURRICULUM GUIDE





STRAND IV ENVIRONMENTAL AND COMMUNITY HEALTH



ENVIRONMENTAL AND PUBLIC HEALTHCONCEPT

TO UNDERSTAND THAT THE ENVIRONMENT CONSISTS OF THE HOME, SCHOOL AND NEIGHBORHOOD  
AND THAT THE INDIVIDUAL IS RESPONSIBLE FOR ITS CONDITION.

Discussion Highlights

What responsibilities can children  
accept in:

the home  
the school  
the neighborhood

Activities

Make a Busy Bee Board with assignments for areas  
of responsibility for classroom clean-up.

Tour the school building and point out areas that  
students could be of service in keeping a clean  
environment, i.e., picking up paper on the floor.

Resources

## CONSUMER HEALTH

### CONCEPT

#### TO EXPLORE WITH STUDENTS THEIR ROLES AS CONSUMERS: SELECTORS AND USERS OF GOODS.

##### Discussion Highlights

Who does the buying of food, clothing, and furnishings in your home?

Did you ever have a chance to buy something with your own money?

Have you ever had a chance to select an item for purchase?

When you pay money for something do you always get something you can touch or hold? Discussion should include visits to doctor, movies, etc.

##### Activities

Visit a supermarket. This should be correlated with the unit on Nutrition - Strand I. Points of emphasis on the field trip should include:

- A. How edible and non-edible foods are arranged.
- B. Different types of packaging, i. e., boxes, cans, bottles - breakable and non-breakable, sizes of package.
- C. Contents on labels - especially warnings on labels.

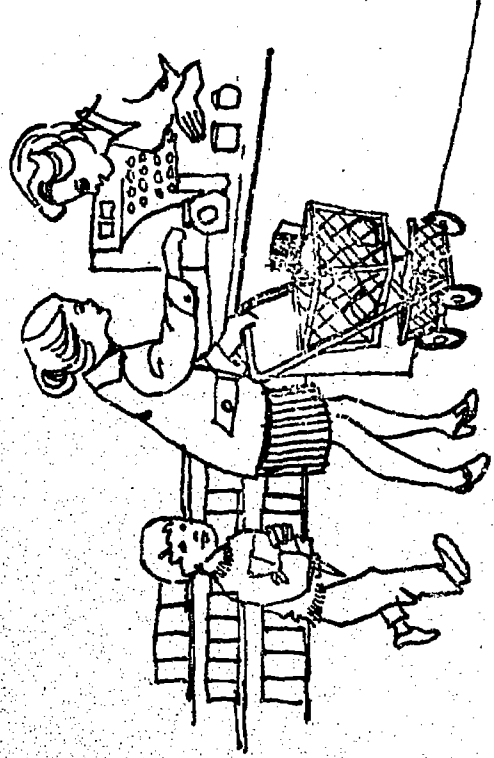
Play store.

##### Resources

Bendick, Jeanne  
First book of supermarkets.

Picture

What we do day by day.  
Study print 9



WORLD HEALTHCONCEPT

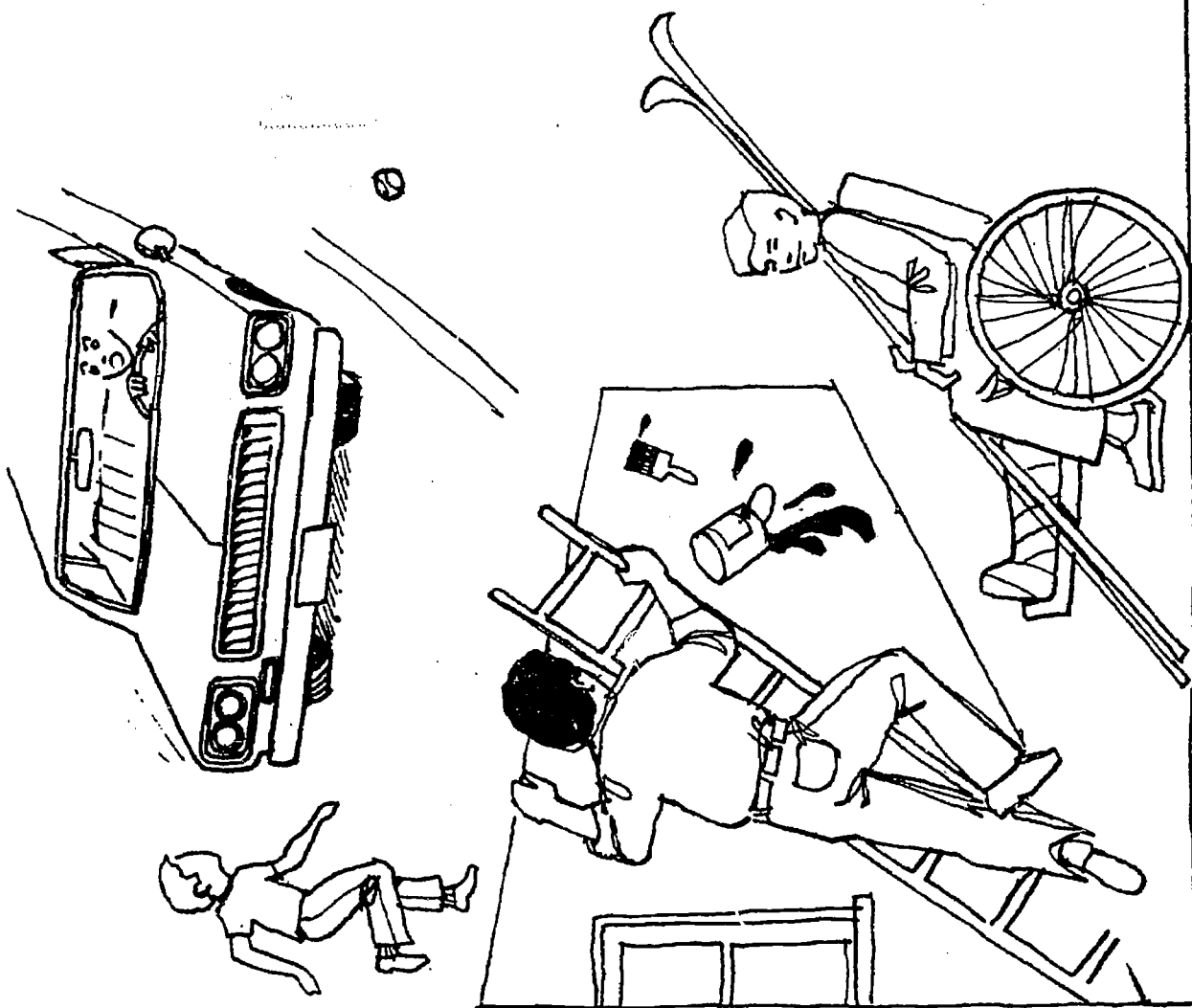
TO UNDERSTAND THE ROLE OF THE AMERICAN STUDENT IN HELPING OTHER CHILDREN  
IN THE WORLD

---

USE THE UNICEF FILM (SHOWN AT HALLOWEEN)  
AS A VEHICLE FOR DISCUSSION WITH STUDENTS  
AS TO HOW THEY CAN HELP OTHER CHILDREN  
THROUGHOUT THE WORLD.

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SAFETY

CONCEPT

TO UNDERSTAND WHAT THE INDIVIDUAL'S ROLE IS IN PROVIDING FOR A SAFE ENVIRONMENT.

Discussion Highlights

Fire: To illustrate the importance of the fireman and his role as a community helper. The local fire department is equipped to control fires.

Activities

Have the fire truck visit the school and have the fireman speak to the students. Ask the fireman to place emphasis on his role as a community helper.  
(This can be arranged by contacting the Syosset Fire Department.)

Resources

Fisher, Leonard  
Pumpers, boilers, hooks and ladders.

Gramatky, Hardy  
Hercules.

Lenski, Lois  
The little fire engine

Miner, Irene  
True book of policemen and firemen.

Zafto, George  
The big book of real fire engines.

Take a field trip to the Syosset-Woodbury Community Pool. (This can be arranged after May 30 - contact school nurse-teacher.)

Distribute and discuss flyer - "Have Fun In A Pool" available from nurse-teacher.

Leaf, Munro  
Manners can be fun.

Have students devise their own home safety check list.

Environment: Make students aware of home safety procedures: picking up toys, cautious use of electrical outlets, careful use of plastic bags (never place over head).

students aware of playground safety procedures: respecting the rights of others by never pushing, throwing objects, hitting, and proper use of playground equipment. (see-saw, swing, etc.)

Bus Drill: As a matter of policy, teachers will be asked to participate in a bus safety program each year at each grade level.



FIRST AID

CONCEPT

TO MAKE STUDENTS AWARE OF WHAT IS MEANT BY FIRST AID.

Discussion Highlights

How a knowledge of first aid prepares children to handle emergency situations if the need arises.

What is the meaning of the term "first aid"?

Certain treatments are required for different types of injuries.

Activities

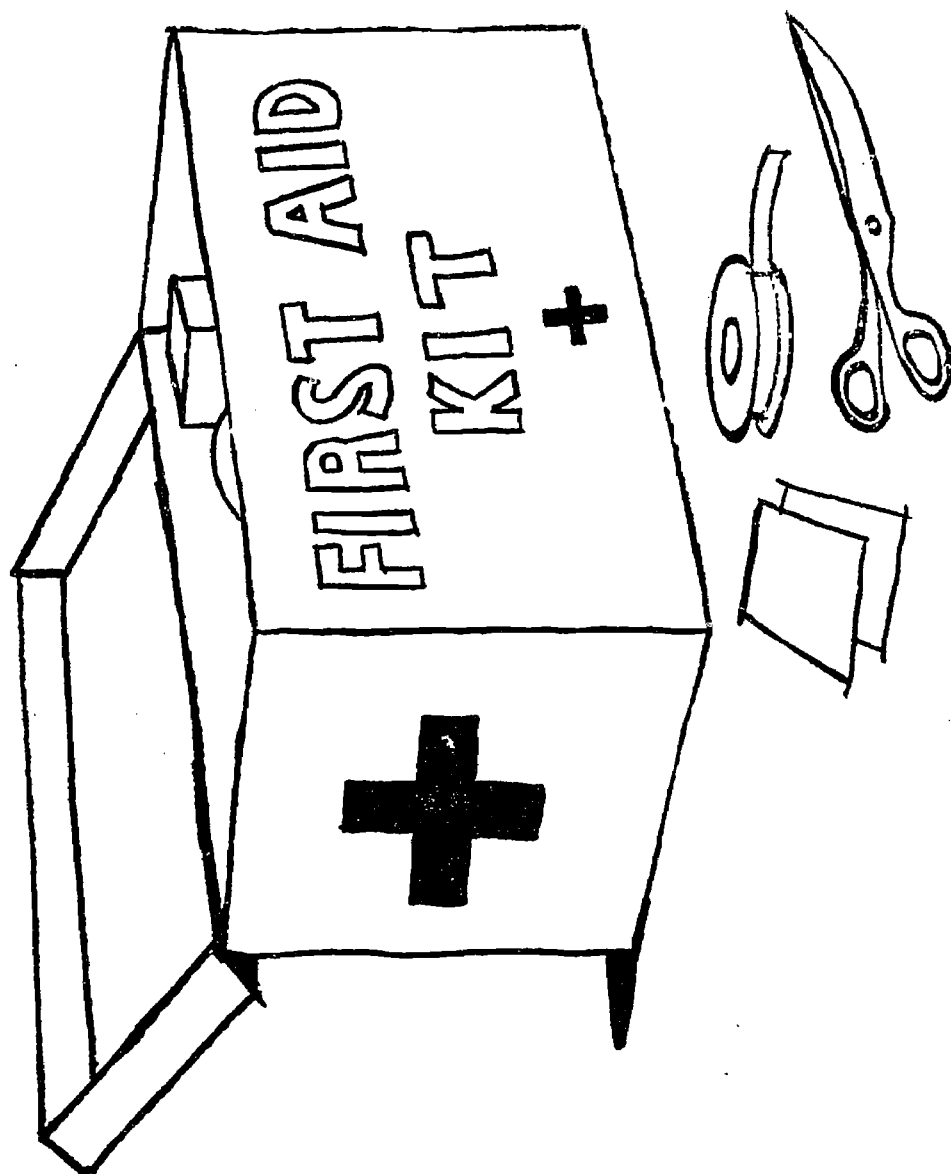
As an art activity, children can draw a picture of whom they should go to for first aid when injured, i.e., mother, teacher, and nurse.

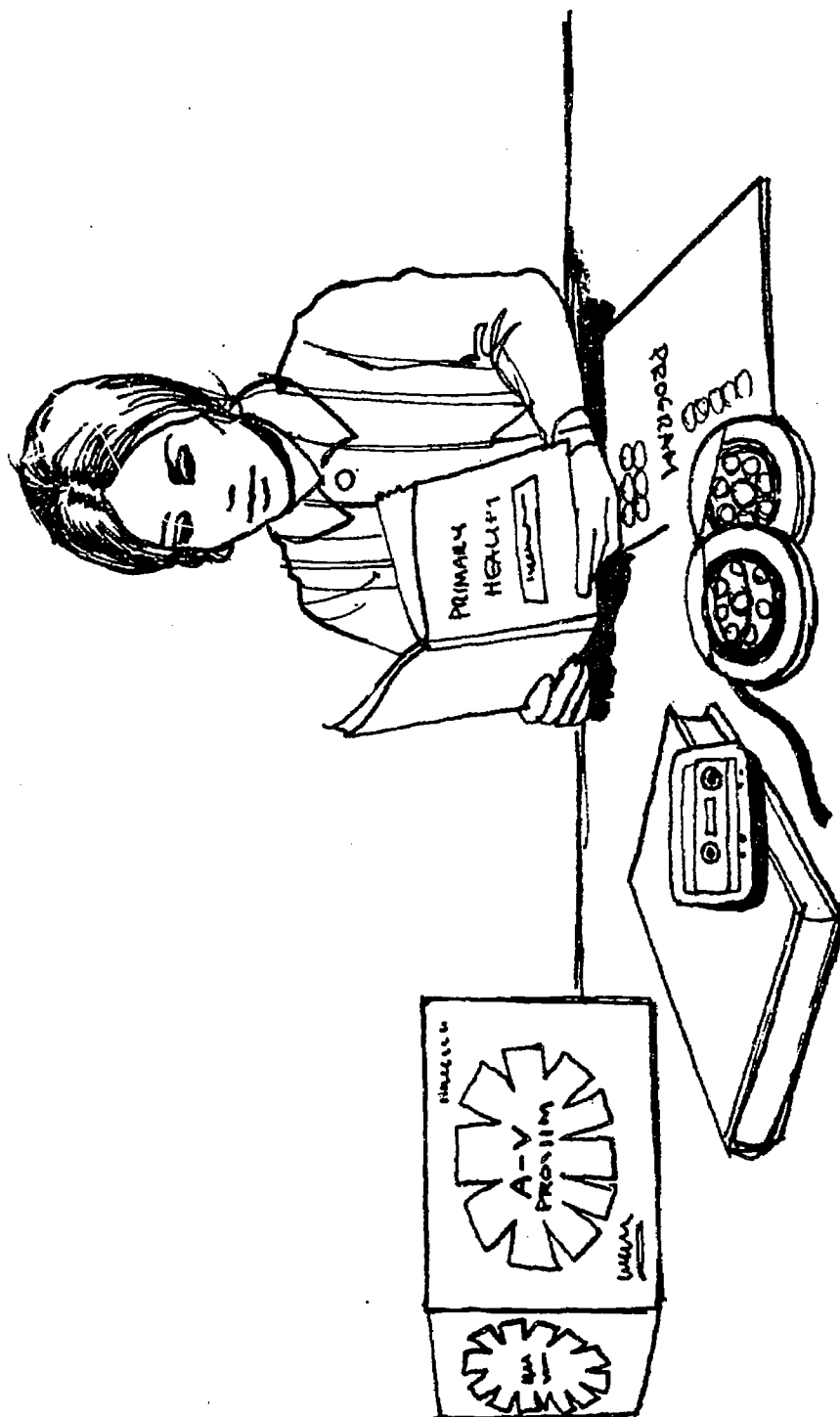
Demonstrate different types of first aid, i.e., pressure to stop bleeding, ice for swelling, cleansing and bandage for abrasion.

Resources

Wolff, Angelika  
Mom! I broke my arm.







## BIBLIOGRAPHY

## BOOKS

- Ahki. My five senses. Crowell, 1962.  
 Ahki. My hands. Crowell, 1962.  
 Bendick, Jeanne. First book of supermarkets. Watts, 1954.  
 Brown, Margaret W. The seashore noisy book. Harper, 1941.  
 Fisher, Leonard. Pumpers, boilers, hocks and ladders. Dial, 1961.  
 Gramaty, Hardie. Hercules. Putnam, 1940.  
 Greene, Carla. Doctors and nurses: what do they do? Harper, 1963.  
 Greene, Carla. I want to be a dentist. Childrens, 1960.  
 Greene, Carla. I want to be a doctor. Childrens, 1958.  
 Kraus, Ruth. The growing story. Harper, 1947.  
 Leaf, Munro. Health can be fun. Lippincott, 1943.  
 Leaf, Munro. Manners can be fun. Lippincott, 1958.  
 Lenski, Lois. The little fire engine. Walck, 1946.  
 Lerner, Marguerite. Peter gets the chickenpox. Lerner, 1959.  
 Miner, Irene. The true book of policemen and firemen. Childrens, 1954.  
 Showers, Paul. Find out by touching. Crowell, 1961.  
 Wolff, Angelika. Mom! I broke my arm. Lion, 1969.

## TEACHER REFERENCE

- American National Red Cross. First aid textbook. Doubleday, 1957.

## AUDIO-VISUAL MATERIALS

### FILMSTRIPS

- Alexander's breakfast secret. With record. Instructional Dynamics, n.d. Film available in all school libraries.
- FS 1312 Drugs, poisons and little children. With record/cassette. Bear Films, 1971.
- FS 936 Finding out how you grow. Society for Visual Education, 1959.
- FS 1201 Helpful medicines. With record/cassette. Cathedral Films, 1971.
- FS 1310 Learning about neatness. With record/cassette. Encyclopedia Britannica Educational Corp., 1968.
- FS 1181 Michael gets a letter. With record/cassette. U. S. Dept. Health, Education, Welfare, n.d.
- FS 1302 Questions about health. With record/cassette. Encyclopedia Britannica Educational Corp., 1968.
- FS 1287 What a doctor sees when he looks at you. Troll, 1968.

### CASSETTES

- C 96 Drugs and our lives (Jimmy). International Education and Training, n.d.

### RECORDS

- D 161 Getting to know myself. Hap Palmer Records, 1972.

### TRANSPARENCIES

- TR 134 Basic food groups. Millikin, 1969.

### PICTURES

- What we do day by day. National Dairy Council, 1962. Available in all school libraries.
- Study Print 2
- Study Print 6
- Study Print 9

### COLORING BOOK

- Kit goes to the dentist. New York State Department of Health, 1962.